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ABSTRACT

This report includes abstracts and evaluations of various ESEA Title I programs in the Los Angeles City Schools during 1969-70. In the five years since spring 1966, ESEA funds and programs have produced great variability in density of services, pupil-teacher ratios, curriculum materials, etc. In 1969-70, under new state guidelines, the following components were mandated, regardless of level: reading and mathematics instruction, auxiliary services (health, counseling, and attendance), parental involvement, intergroup relations, and staff development. Saturated services were the thrust, with the objective of providing as much ESEA intervention as possible for the disadvantaged. Guidelines for the school district mandated a per-capita expenditure for each child; projects concentrated on the younger grades; teaching accountability became a common phrase; performance objectives entered the evaluation field; local-school principals had unprecedented autonomy in writing individual proposals for the educational program at their school; and, the community became more involved in education. Hard data from standardized achievement tests seemed to say that students were learning better than before; evaluative findings on other aspects of these programs are also considered encouraging. (Author/JW)

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LOS ANGELES CITY UNIFIED SCHOOL DISTRICT

ESEA TITLE I COMPONENTS

EXECUTIVE ABSTRACTS

Evaluation 1969-1970

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Measurement and Evaluation Branch

September 1970

FOREWORD

A five-year growth profile of ESEA programs in the Los Angeles City Schools would show, as in any human endeavor, great variability on almost any base one might select: kind of program, amount of funding, grade levels served, density of services, pupil-teacher ratios, curriculum materials, number of schools, degree of staff involvement, and extent of evaluation.

Spring 1966 brought the first ESEA funds to Los Angeles City Schools. Elementary programs that semester (11 in number) included Reading, Kindergarten, English as a Second Language, Preschool, and More Capable. Secondary activities (numbering 25) included Student Achievement Center, Teaching Standard Oral English as an Alternate Dialect, Dropout Counseling, Fine Arts (Artmobile), and Homemaking Education. Special projects in other divisions included Educational Diagnostic Center (Special Education), Camp Returnees, School-Age Expectant Mothers, and School-Community Relations Consultants. Cultural enrichment was emphasized wherever possible. Helping the lowest achiever was a common objective.

The programs were spread into as many public and nonpublic schools as the money could be stretched to reach.

The focus changed by 1969-70. Under new state guidelines, implemented during the year covered by this report, components were mandated, regardless of level: Reading and Mathematics Instruction, Auxiliary Services (health, counseling, and attendance), Parental Involvement, Intergroup Relations, and Staff Development. Saturated services were the thrust, with the objective of providing as much ESEA intervention as possible for each disadvantaged learner. All activities led toward one goal: improved achievement in reading and arithmetic.

With the largest funding in its ESEA history (approximately $20 millon), the District assigned ESEA funds to 55 elementary schools and 15 junior high schools from September 1969 to August 1970 -- including selected summer school programs. Also, 38 nonpublic schools participated.

Guidelines mandated a per-capita expenditure for each child; projects concentrated on the younger grades; teacher accountability became a common phrase; performance objectives entered the evaluation field, replacing less definitive behavioral objectives; local-school principals and their staffs had unprecedented autonomy in writing individual proposals for the educational program at their school, including budget and staffing; the community became inextricably more involved in the education of their children; and many parents became advisors to District administrators and teachers.

Hard data from standardized achievement tests seemed to say that the learners were learning better than before.

Findings printed in this report pertain only to 1969-70, and not to four and a half years of ESEA operation. We must repeat cautions given in earlier years about the tenuousness of test results, attitude ratings, and questionnaire ratings from parents and staff. But at the conclusion of this first year under the new guidelines, evaluative findings for all components are encouraging.

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INSTRUCTIONAL ACTIVITY: READING

Abstract

Pupils	53,751
Schools	55
Teachers	175
Approximate Cost	$3,801,611

Description: The Reading program served almost 54,000 pupils, grades one through six, in the 55 ESEA Title I schools. Two general strategies, direct instruction or instructional assistance, were employed in varying degrees, according to priorities established at each school.

Most schools emphasized increased pupil contacts either through addition of reading specialists to provide direct instruction to pupils or through assignment of aides to assist the classroom teachers. Some schools sought to improve instruction primarily through staff development and the assignment of resource teachers and consultants to help classroom teachers directly in the improvement of instruction. These two emphases were not mutually exclusive, and their relative weight varied greatly from school to school.

More than 400 persons served the reading program in some capacity, many of these personnel performing multiple functions. Some personnel who functioned as reading teachers actually held titles other than reading teacher or specialist. Music and physical education teachers supplemented the work of reading teachers by stressing development of listening and motor skills. Personnel were assigned to provide flexibility in grouping and instruction and increased opportunity for interaction between children and adults.

In most schools the reading teacher took a small group of pupils from their regular classroom to a room suitable for small-group instruction, leaving the classroom teacher with the remaining pupils. In other schools, where a separate room was not available, the reading teacher worked with a group in the regular classroom, the classroom teacher still working with the remaining pupils. In some cases the reading teacher and classroom teacher, as a team, shared the planning and responsibility for instruction of the entire class.

Several schools instituted departmentalized reading programs in which heterogeneously grouped classes were redistributed into homogeneous ability groups. Incorporation of a reading teacher into this type of organization was another means of lowering the pupil-teacher ratio. For the most part such groupings were done within a grade, rather than across grades. However, some schools used multigraded or ungraded instructional groupings, in most cases at primary levels.

Time Intervals: The component operated from mid-September 1969 to mid-June 1970. There was variation among schools, however, because of delays in allocation of funds and availability of personnel.

Reading instructional time varied from about 30 minutes daily in a few primary classes to more than two hours a day.

Activities: Extensive use was made of learning or multimedia centers. Typically these utilized vocabulary building and word games; listening centers; individual chalk boards; Durrell, SRA, Peabody Kits, etc.; tape recorders; phonographs; film and slide projectors; EFI Audio-Flashcard System; and a multiplicity of manipulative and game-type learning materials.

Instructional activities most commonly involved basal reader approaches used in conjunction with a wide range of supplementary materials and methods. Non-basal methods most frequently identified as major or supplementary approaches included Sullivan, Language Experience, motor skills, linguistic, phonetic, individualized, tutorial, Malabar Program, and ita.

A program of inservice education was conducted to assist participants in fulfillment of the objective.

Each elementary area had its own pattern of monthly inservice for all or some of its resource teachers, consultants, and reading specialists. These personnel, in turn, conducted local inservice sessions to disseminate the information they gained in the area meetings. In some cases, area personnel arranged special demonstrations for local schools or for groups of personnel with particular needs or interests. In addition, each school had its own pattern of inservice training which drew on outside resources as well as local school and area personnel.

Inservice training stressed preparation and use of materials, instructional techniques, methods of individualizing instruction, diagnosis and remediation of reading problems, and the effects of poverty on children.

Objective:

- To improve classroom performance in reading beyond usual expectations
  Raise the median gain of project participants in reading by 1.0 grade level as measured by standardized tests

Evaluation Strategy: Overall evaluation was based on results of standard achievement tests administered pre and post to each pupil in grades one through six. In the first grades this task was complicated by non-equivalence of the tests. Here comparisons were based on relative position to norm populations pre and post.

Comparison schools were not available because of the saturation of the district over the past several years with various District and specially funded reading programs.

Reading programs were categorized according to three ways in which they affected pupils: (1) Treatment - the personnel who taught pupils and their effect on the size of the instructional group (e.g., reading specialist with or without aide, classroom teacher with or without aide, teacher-specialist combinations, etc.); (2) Organization - the manner in which pupils were grouped for instruction (e.g., ungraded vs. graded, or divided day vs. regular day); and (3) Materials - the principal materials used as the basis for reading instruction.

Another major variable in program evaluation was the average minutes of daily instruction received by the group to which the pupil was assigned for reading instruction.

Results: The Title I schools, as a whole, achieved the stated objective of one year's growth in one school year; that is, 0.1 grade level per school month. Pupils in the upper three grades equaled or exceeded the goal. Only at the second grade level did the District's Title I children fall distinctly short of the goal, while third graders fell barely short. First graders could not be directly compared, but they showed a distinct jump in relative percentile rankings between fall and spring testing periods.

Relatively large differences between schools and areas appeared in achievement scores.

Conclusions: Overall, the Reading component succeeded in meeting its stated objective of improving by 0.1 grade level per school month the reading achievement of pupils in the Title I schools. Wide variability in achievement scores was observed between areas and between schools and grades. Further analyses of the data will attempt to discover relationships to reading achievement of a number of instructional variables (i.e., treatment, organization, materials, and time. The lesser rates of growth observed at the second and third grades must be interpreted with caution; nearly half of the children at those grades were not included in the reported sample because pretest scores were not readily available in the local school.

Recommendations: Program descriptions and personnel functions and relationships within programs need to be stated in operational (i.e., observable) terms so that evaluation of program efficacy may be made in less equivocal terms. Terminology describing differing instructional treatments should be standardized; e.g., use of terms like "team teaching", when departmentalization is meant.

Tests should be administered under controlled conditions by trained personnel and should be scored by scoring clerks to insure standard conditions and interpretation, as well as to speed turnaround of results to personnel needing the data for planning, evaluation, etc.

INSTRUCTIONAL ACTIVITY: MATHEMATICS

Abstract

Pupils	45,000
Schools	55
Teachers	66
Approximate Cost	$1,216,401

Description: In the mathematics component each school was encouraged to develop innovative approaches which best would meet the needs of its pupils. The following information, therefore, serves as a generalized description of the program without specific reference to the variations within the 55 participating ESEA schools.

The component, serving almost 45,000 pupils, grades one through six, provided the services of a special mathematics teacher. This person, whose duties varied from working almost full time with pupils to serving only teachers, was called a "consultant" in some schools and a "specialist" in others.

Specialists in music, art, and physical education incorporated mathematics concepts and skills in their respective subject areas and helped regular teachers to individualize instruction by lowering class size. Also, education aides assisted teachers in most schools. A total of 66 full-time positions served the mathematics component in the 55 schools.

In some schools specialist teachers used the "pull-out" method to teach pupils in greatest need of help while the regular teacher worked with the remainder of the class. In others they engaged in team-teaching or taught demonstration lessons, some daily, some twice weekly. In a few schools certain teachers paired up to departmentalize mathematics and reading instruction with their two classes - one teaching mathematics to both classes, the other teaching reading.

Time Intervals: The component operated from mid-September 1969 to mid-June 1970, and was continued for some pupils during the summer sessions.

Activities: Instruction was provided on an individual basis and in small groups. Diagnostic tests, materials from the Madison Mathematics Project, programmed workbooks, basic and supplemental textbooks, and teacher-made learning materials were utilized. Concrete and manipulative materials such as abaci, Cuisenaire rods, and geoboards were used in independent activities. Pupils learned basic mathematics facts, measurement principles, problem solving, money and time concepts, and discovery methods.

Grade-level meetings, workshops, and inservice classes were scheduled regularly throughout the year to develop instructional materials, strengthen teaching skills, and increase effectiveness in the use of curriculum materials. Area consultants assisted teachers in experimenting with new techniques and in interpreting test data.

Objective:

- To improve classroom performance in other skill areas (mathematics) beyond usual expectations
  To raise the median gain of project participants in mathematics by 1.0 grade level as measured by standardized tests

Evaluation Strategy: Pre- and posttests were used to measure achievement in mathematics of all pupils in grades three through six in the target schools and in six comparison schools. Third graders took the Cooperative Primary Test, while fourth-, fifth-, and sixth-grade pupils were tested with the Comprehensive Tests of Basic Skills.

Results: For the Title I schools as a group the mathematics component achieved its objective of one year's growth in one year's time. The third grade demonstrated a gain of 14 percentiles relative to the norming population between the pre- and posttest periods.

The greatest gain occurred in the fourth grade (1.2 grade levels in 7 months), with the fifth grade also exceeding the objective. The sixth grade group equaled the objective. It must be noted, however, that even though the project objectives were met or exceeded relative to the national norming population, decrements from mean grade placement ranged from just less than one year at the fourth grade level to just less than two years at the sixth. This decrement was just under one and one-half years at the fifth grade level.

The areas differ not more than two months (0.2) from the District average, with Area East schools showing less gain at the fifth- and sixth-grade levels than the other areas. However, the final grade placements were identical to those of Area North, whose schools made the greatest gains. Although Area South schools started and ended with the lowest grade placements, they succeeded in lessening the gap between their pupils and those in the other areas at the fifth- and sixth-grade levels.

Conclusions: Title I pupils either achieved or exceeded the stated objective for the mathematics activity. The decrement from grade level was lessened at the third, fourth, and fifth grades generally.

Recommendations: The mathematics activity should be continued.

Where priorities permit, the activity should be expanded in an effort to decrease the pupils' decrements from grade level.

INSTRUCTIONAL ACTIVITY: ENGLISH AS A SECOND LANGUAGE

Abstract

Pupils	1039
Schools	20
Teachers (Title I)	13
Teachers (AB938)	19
Consultants	2
Specialist	1
Approximate Cost	$160,500

Description: The English as a Second Language (ESL) component served pupils who were unable to speak English or were having difficulty in speaking English because of primary use of a foreign language at home.

The pupils, predominantly from Spanish-speaking environments, were served from kindergarten through sixth grade in classes ranging from nine to eighteen. They initially were identified and recommended for this component by their classroom teachers. Most referrals were screened by teachers and principals. English as a Second Language teachers screened pupils by means of oral interviews and diagnostic tests to determine their English comprehension, pronunciation, and fluency in speech patterns.

Time Intervals: The component was in operation from mid-September 1969 to mid-June 1970. Class periods ranged from 30 minutes to one hour in length.

Activities: The audio-lingual approach was emphasized in the initial stages of the program. Vocabulary development utilized selected language patterns, ideas, concepts, interests, and experiences which were familiar to the pupils in their native language.

Teachers provided opportunities for reading as soon as pupils gained some background in listening and speaking. Pupils next learned to write, using materials from the regular reading program and examples from their own conversation.

Before classes began the specialist and consultants planned and conducted 10 days of preservice for new ESL teachers. Subject matter included the problems and the needs of non-English-speaking children.

During the year the specialist and consultants planned and conducted monthly two-and-one-half hour inservice meetings. There the subject areas introduced during the preservice meetings were expanded and discussed in greater depth, drawing increased relevance from the participants' actual ESL teaching experiences.

Objective:

- To improve the verbal functioning level (English) of the children

Evaluation Strategy: ESL pupils in each of the 20 ESEA schools and pupils in each of the seven comparison schools were given, pre and post, the ESL/Bilingual Structured Placement Test. The comparison group was composed of pupils who spoke little or no English but did not participate in the ESL classes.

Results: The adjusted mean score attained by the ESEA group on the ESL/Bilingual Structured Placement Test was significantly higher than the adjusted mean score of the comparison group.

Ratings by parents, classroom teachers, ESL teachers, and administrators indicated that the program was effective in improving the verbal functional level, the attitudes, and the academic skills of pupils.

An inservice education program was conducted to provide training and development of skills that would aid in attainment of the objective. Teacher participants indicated that the program was successful.

Conclusions: The objective of improving the verbal functioning level (English) of children was attained. Parent and staff ratings and testing confirmed the effectiveness of the component.

Recommendations: The component should be continued and expanded.

Existing facilities should be improved and new facilities added, as needed; the number of ESL teachers should be increased; self-contained classrooms should be used; periods of instruction should be lengthened; and coordination of activities between ESL and regular classroom teachers should be improved.

INSTRUCTIONAL ACTIVITY: TEACHER-LIBRARIAN

Abstract

Pupils	40,600
Schools	40
Teachers	40
Approximate Cost	Included in Reading

Description: Teacher-librarians at 40 of the 55 ESEA Title I schools supplemented classroom instruction by providing lessons in literature appreciation, reading and research skills, as well as library usage, to more than 40,000 pupils from kindergarten through sixth grade.

Time Intervals: The component encompassed the period from mid-September 1969 to mid-June 1970. Only rarely, however, was it possible to schedule pupils into the library prior to mid-October; and, in a number of cases, no teacher-librarian was available until December or even later.

Classes typically were scheduled to visit the library once a week for periods of 30 to 60 minutes. In larger schools and in schools where the teacher-librarian served other functions classes met less frequently, usually once every two weeks. In a few cases, because departmentalized programs complicated scheduling, some pupils did not receive instruction from the teacher-librarian.

Activities: Teacher-librarians taught lessons in literature appreciation, reading and research skills, as well as library usage, in addition to assisting with the selection and checking in and out of books. They served as resource persons to classroom teachers in the selection of literature, materials, and aids for classroom instruction. Pupils participated in library clubs, choral reading, storytelling, and dramatizations; constructed dioramas and puppets; and conducted research on assigned topics.

Flexible schedules developed by some librarians provided time for them to guide pupils in individual or small-group research projects. Provision for individuals and small groups also allowed the librarian to assist with selection of books to be read for pleasure.

An inservice education program was conducted to assist participants in fulfillment of the objective.

Preservice instruction was provided for new teacher-librarians who were assigned to positions by September 1969. Instruction included presentation of library books relating to all curriculum areas, library skills lessons, and organizational patterns to increase competence in the mechanics of library management. Those who were assigned later received special assistance from the library coordinator.

The Library Section conducted monthly inservice for teacher-librarians, alternating between group meetings at the Library Section and demonstration-visits to school libraries. The group meetings, intended for all the teacher-librarians, included presentations of materials, lesson plans, book reviews, organizational plans, and a review of literature on ethnic minorities, as well as displays of new materials, books, and pictures available from the Library Section. The demonstration-visits were split geographically so that two were held at nearly the same time, each for about half the teacher-librarians. As the name implies, there was a dual purpose for these sessions: to observe exemplar demonstration lessons taught by experienced teacher-librarians; and to observe various techniques of library management and organization, including some stimulating and artistic arrangements of library interiors.

Objective:

- To improve classroom performance in other skill areas (library skills) beyond usual expectations

Evaluation Strategy: A revised version of the Library Skills Test (LST), a locally developed instrument designed to assess pupil knowledge of some basic facts about the library and ability to apply these facts to research problems, was given to a random sample of classes at the beginning of the school year and to another random sample at the end. Since different random selection procedures were used, the classes which received both pre- and posttests were randomly chosen - though there was a greater probability of a class in a small school, with few classes at each grade level, receiving both pre- and posttests.

Schools with no teacher-librarians assigned for 1969-70 served as a comparison for schools which had teacher-librarians, with the revised LST focusing on skills not normally taught by the classroom teacher.

It is important to note that the test necessarily focused on skills which made up an important subset of objectives of the program. Equally important objectives of improving interest and skill in reading, aiding selection of literature, and building experiential background were not readily accessible to evaluation.

The evaluation was designed to explore the relationship of a number of variables to scores attained on the posttest. Variables examined included presence or lack of a teacher-librarian, time in the library, schools 90% or more Mexican American or Negro, and whether or not the class had received the pretest.

Results: Schools with teacher-librarians significantly outperformed those without the services of teacher-librarian. No differences were found between schools which were predominantly Mexican American and predominantly Negro. However, Negro pupils with no teacher-librarian were significantly poorer than Negro pupils who had a teacher-librarian, while this effect appeared only at the sixth grade in Mexican American Schools.

Evidence that the pretest influenced achievement on the posttest was apparent: pupils having a teacher-librarian did significantly better on the LST than pupils without this assistance when neither group had had the pretest.

Analysis of scores by treatment and amount of time in the library showed that the teacher-librarian group spent more time in the library, and was significantly superior on the LST at the fourth and sixth grades (but not at the fifth) than the group with no teacher-librarian. The amount of time in the library, however, did not seem to be related significantly to scores on the LST.

Approximately half the schools reported provisions for use of the library by individuals or small groups, and indicated that the library was open before or after school. Of the 50 schools, 21 allowed pupils to check out books for home use. Teachers rated the quality of library instruction received by their classes, half of them saying "excellent", and another 23% indicating "good". Nearly 15% rated their library instruction as "poor", and most were at schools not served by a teacher-librarian.

Conclusions: Teacher-librarians contributed significantly to better performance in research and library skills, as measured by a test of library skills. Findings in previous years of no differences between pupils served by a teacher-librarian and those without such services may be explained: (a) in terms of test-retest interaction (matched samples were used), (b) the fact that classes knew in advance they would again receive the test, and (c) the possibility that the previous test did not adequately discriminate between skills normally taught in the classroom and those which tended to be uniquely in the domain of the librarian. Having a teacher-librarian appeared to benefit Negro pupils more than Mexican American pupils, but did not seem to make much difference when pupils had been exposed to the test previously.

In terms of the limited set of skills measured by the LST, evidence indicates that the teacher-librarians achieved their objective. Comments by teachers and administrators suggest strongly that they have achieved much more.

Recommendations: Provide a teacher-librarian for every school.

Consider using part-time aides.

Wherever possible, libraries should be open before and after school to assist with time-consuming clerical duties (cataloguing, shelving, checking books in and out, and so on) which would free the librarian to work with individuals and small groups doing library research.

INSTRUCTIONAL ACTIVITY: PRE-KINDERGARTEN

Abstract

Pupils	983
Schools	37
Staff	
Teachers	64
Education Aides	64
Other full-time personnel	3
Approximate Cost	$987,165

Description: The Pre-Kindergarten program was designed to help meet the children's individual needs and to assist them in achieving greater success in school.

Classes consisted of a maximum of 15 children who would be of Kindergarten age in the following year. Criteria used for selection included such factors as family circumstances, housing, economic status, and cultural background.

A diagnostic-prescriptive approach was utilized in the 64 classes involved. In each class of 15 children a teacher and an education aide planned indoor and outdoor activities to aid the individual child in developing perceptual and motor skills, appropriate social-emotional behavior, and readiness for successful academic performance.

In addition to full-time teachers, consultants, and the coordinator-specialist, part-time counselors and health services personnel also assisted in the component.

Time Intervals: The component operated from mid-September 1969 to mid-June 1970. Daily classes were held for three hours either in the morning or afternoon. Teachers made home visits four days a week.

Activities: Children's experiences included observing plants and animals and caring for them; participating in dramatic representations, particularly in the playhouse center; manipulating puzzles, blocks, and puppets; using toy telephones, wheel toys, and playground equipment; singing and listening to music; exploring art media; viewing films; and engaging in walking trips into the community. The children were able to explore and enjoy such activities individually, in small groups, and as members of an entire class. Instructional media included visual aids to help in learning to distinguish shapes; record players for use by children with listening difficulties; tape recorders to remediate speech difficulties; matching pictures for language development; and games designed to teach number concepts.

In morning or afternoon, when they were not involved in class work, teachers made home visits, engaged in individual pupil and parent conferences, maintained records, acquired supplies and materials, and attended inservice meetings.

Parents and community volunteers participated in this program on a rotating basis, with parent meetings held monthly in the several schools. Frequent staff conferences were held with teachers and supportive staff members.

Objectives:

- To improve the verbal functioning level of the children
- To improve the nonverbal functioning level of the children
- To improve the children's self-image
- To increase the children's expectation of success in school

Evaluation Strategy: The Caldwell Preschool Inventory was administered to each child in October 1969 (pretest) and in May 1970 (posttest).

Parents, teachers, and administrators rated various aspects of the program, and teachers evaluated their education aides.

Results: Each subtest of the Caldwell Preschool Inventory and the total test were analyzed by means of t tests, comparing pre- and posttest results. Posttest scores were significantly higher than pretest scores (at .001 level).

Parents responded very favorably to questionnaires sent to them, indicating that children progressed especially in ability to get along with other children and in doing things for themselves. Over 99% of parents wanted the program continued.

Questionnaires completed by teachers and administrators reflected the belief that children benefited greatly from component activities. Teacher ratings of education aides indicated that aides were highly effective.

Conclusions: The objectives of the component were met, as measured by the Caldwell Preschool Inventory. The program was well received by parents. Teachers and administrators attributed the success of the program to parental participation, effectiveness of teachers and aides, and small class size.

Recommendation: Continue the component.

INSTRUCTIONAL ACTIVITY: KINDERGARTEN

Abstract

Pupils	447
Schools	5
Teachers	
Title I	6
District	9
Approximate Cost	$67,200

Description: The kindergarten component provided additional services through the assignment of specially funded teachers. These teachers worked within one of, or a combination of, the following plans: teaching a class or classes of her own; working as a team teacher; working with individuals or groups on a "pullout" basis; working with individuals or groups in another teacher's classroom; serving as a relief teacher when other teachers were engaged in conference, visitation, observation, or inservice; or serving as a consultant. The program served 25 classes limited, where feasible, to 20 children.

Time Intervals: Classes met for two and one-half hours daily, either morning or afternoon, from mid-September 1969 to mid-June 1970. Regular teachers had both morning and afternoon classes.

Activities: Activities were similar to those in regular classes, but the children received increased special services according to their individual needs. Specialized teaching materials were employed, when available. Education aides assisted teachers in all classrooms, on a shared basis, however, in some schools. Teachers participated in a District inservice program designed to assist them in attainment of the objectives.

Objectives:

-To improve the verbal functioning level of the children
-To increase the children's expectations of success in school
  Raise the median gain of project participants commensurate with the time span between pre and post administration of the Metropolitan Readiness Test

Evaluation Strategy: The Metropolitan Readiness Test (Form B) was administered (pre, October 1969 and post, May 1970) to pupils in all ESEA classes and to comparison classes in both ESEA and non-ESEA schools. Teachers and administrators completed a questionnaire concerning the effectiveness of the component. Teachers rated their education aides.

Results: Post mean scores made by ESEA kindergarten children on the Metropolitan Readiness Test were above the national average for entering first graders and were numerically higher than those reported for the same component in 1969.

Adjusted mean total scores of the ESEA classes were higher than those of comparison classes in non-ESEA schools but no higher than those of comparison classes in schools with ESEA-funded classes.

Scores of children taught by specially funded kindergarten teachers augmenting the regular staff were significantly higher than scores of children taught by the regular staff with the assistance of specially funded specialists.

In contrast to preceding years, children with preschool experience made higher scores than those without experience. However, the preschool group consisted of only 17 participants. Children who had been enrolled in ESEA Pre-Kindergarten made the highest pre- and postscores, but those with Head Start experience showed greater gains. Performance of all groups on the test subscores was relatively consistent.

Staff ratings of the component were high, and written comments were favorable.

Conclusions: The objectives to improve the children's verbal functioning level and to increase their expectations of success in school were attained in schools with ESEA-funded teachers, not only by the ESEA group but by residual comparison classes in the same schools.

Use of specially funded personnel as additional kindergarten teachers produced higher gains than assignment of specialists to assist the regular kindergarten staff.

Ratings and comments by the staff affirmed the effectiveness of the component.

Recommendations: Since comparison of gains made by children in the component with those made by noncomponent groups do not show significant difference, it is questionable whether the project in its present form should be continued. If funds are allocated for its continuance, the findings indicate that specially funded personnel should be assigned as additional kindergarten teachers, supplementing the regular staff, rather than as specialists assisting the staff.

Articulation of the preschool and kindergarten programs should be studied and developed for greater effectiveness, in view of the findings that the learning achieved by children in preschool programs is repeated, rather than augmented, when they participate in the regular kindergarten program. The evidence that children without preschool experience have achieved substantially the same level of skills by the end of the kindergarten year would suggest that a better articulated program for the preschool group could be making better use of the benefits they have gained from the preschool experience.

FOLLOW THROUGH

Abstract

Schools		10
Pupils (Kindergarten)		453
Pupils (First grade)		46
Teachers		20
Aides		30
Other Personnel		10
Approximate Cost	(Title I)	$250,000
	(EOA)	$250,000
	(District)	$ 62,280

Description: Follow Through was designed to build upon and augment, in early primary grades, gains that children had made in a full-year Head Start or other preschool program. Thus, projects began in kindergarten with at least 50% of the children in each project having had a full year of Head Start or a similar preschool experience.

An essential feature of Follow Through projects was active participation by parents in planning and operation. A Policy Advisory Committee (PAC) was formed in each school.

The program involved 10 schools, 453 kindergarten children, 46 first-grade children, 30 teacher aides, 20 teachers, three consultants and a project director, as well as two nurses, two guidance counselors, and two Pupil Services and Attendance counselors, who were assigned specifically to the Follow Through schools. The project also had the benefit of ESEA and District medical, dental, and audiometric services.

Three plans were followed: the Los Angeles Plan, the Bilingual Plan, and the California Process Model.

All plans involved diagnostic-prescriptive techniques, and all stressed sequentially developed experiences in meaningful learning centers, indoors and outdoors. They used a variety of materials in multi-sensory, multi-media approaches.

The Los Angeles Plan brought community people, administrators, teachers, parents, and education aides together as a team to provide learning experiences for children. Diagnostic-prescriptive teaching was based on analysis and understanding of children's educational and behavioral development.

The Bilingual Plan was designed to develop language proficiency, in both Spanish and English, for children whose background was primarily Mexican American. Visual, auditory, and oral perceptive methods and techniques were stressed.

The California Process Model sought pupil development in perceptual-motor, social-emotional, and intellectual academic areas through language experience, linguistics, and phonetic approaches to learning.

Time Intervals: The Follow Through project operated from mid-September 1969 to mid-June 1970. Classes were held from 9 to 2 daily.

Each teacher, assisted by at least one aide, instructed a maximum of 25 children daily.

Activities: The children took part in various indoor and outdoor activities, including individual, small-group, and total-group programs. Guided by the teacher and the teacher aide, they used a variety of materials and equipment. Activities included developing abilities to express thoughts and feelings about artwork, music, and environment; viewing pictures, picture books, films and filmstrips; participating in rhythms and singing; working with geometric figures and measuring containers; solving puzzles; manipulating blocks and various art materials; listening to stories, discussions, songs, records, and tapes; participating in walks; visiting within the school; engaging in gardening projects; playing games; and using apparatus.

Teachers and aides participated in a preservice and inservice education program designed to assist them in fulfillment of the objectives. This included study of child development, review of teaching techniques, evaluation of progress made by the children, and development of materials for classroom use. In addition some of the aides attended classes at UCLA, focusing on career advancement opportunities for paraprofessionals.

The teachers, with consultant assistance, planned for the utilization of volunteers, who attended meetings, participated in discussions, and were trained to assist in the program. Before, during, and after class periods, volunteers were helped to develop their interests and to increase their ability to make effective use of their time with the children.

Objectives:

- To raise the median gain of project participants commensurate with the time span between pre and post administration of standardized and nonstandardized tests
- To improve the verbal functioning level of the children
- To increase the children's expectations of success in school

Evaluation Strategy: The Metropolitan Readiness Test (MRT) was used pre and post for all kindergarten children in Follow Through and comparison classes. In addition, the Bilingual Plan participants underwent a separate evaluation by the Southwest Educational Development Laboratory (SEDL). First-grade children took the MRT as a pretest but used the Cooperative Primary Reading Test as a posttest.

Follow Through pupils were compared with (1) comparison groups in their own schools and (2) various kindergarten groups in other schools.

Each model was assessed separately, and a comparison of the three models was made. Locally developed questionnaires were completed by staff members and parents.

Results: Pupils in the California Process Model displayed the steepest learning slope, followed closely by those in the Bilingual Plan, then by the Los Angeles Plan.

Follow Through children in both the California and Bilingual plans scored significantly higher than comparison children in their own schools on the Metropolitan Readiness Test, and all Follow Through children scored significantly higher than did comparison groups in schools without Follow Through programs.

Although the Follow Through groups exceeded their comparison groups in MRT gains, they did not appear to achieve as well as ESEA kindergarten classes or their within-school comparison classes, when it is considered that Follow Through youngsters had twice as long a school day.

MRT scores showed that, in the case of the Bilingual and Los Angeles plans, preschool and Head Start experience made no difference. Higher achievement found in the California Process Model for youngsters with preschool experience was affected by scores at one school.

Test results for first-grade Follow Through pupils and their comparison groups showed that neither group made any gains. However, these findings are subject to qualification, as is explained in the detailed evaluation report of this component.

All of the 170 parents who completed questionnaires recommended continuation of the program, and nearly half of the parents added supportive comments.

Teachers, consultants, and administrators commented favorably on parent participation, teacher aides, and auxiliary services.

Teacher ratings indicated that aides were helpful to the teachers, parents, and pupils. Comments and recommendations made by eight Follow Through teachers about their aides indicated that the aides were competent, cooperative, responsible, outstanding workers.

Seven out of 10 Policy Advisory Committee (PAC) chairmen reported membership in their schools totaling 165. PAC members stated they attended an average of 10 meetings during the year and that the membership determined the PAC activities. They rated the PAC adequate in fulfilling its objectives.

Nurses served practically all Follow Through children. Health Services reports indicated correction of 59 of 123 health defects detected. Counselors reported 242 cases closed in their effort to meet problems of Follow Through youngsters; and Guidance and Psychological Services showed 197 psychological studies, 207 pupils counseled, 790 conferences, and 260 hours of conferences held.

Conclusions: Data at hand would indicate the three plans rank as follows, in order of effectiveness: California Process Model, Bilingual Plan, Los Angeles Plan. Detailed inspection of the data by class and school, however, leads to the conclusion that apparent differences may owe more to variation between teachers and schools than to variation between programs.

A notable conclusion is that, for pupils studied, preschool experience could not be said to have any effect on scores obtained on the MRT.

The apparent effectiveness of Follow Through programs, when compared to "traditional" 2.5-hour kindergarten programs, must be interpreted with caution.

Positive comments by administrators, consultants, teachers, parents, and PAC members indicated enthusiasm and commitment to the project.

Data collected on Follow Through health, psychological, and social supportive services indicated that a successful effort had been made to meet the needs of the children.

Recommendations: Consider this year's results as baseline data, and continue assessment throughout the primary grades.

Investigate why youngsters do not sustain gains which are made in preschool programs.

Compare effectiveness of Follow Through programs with a larger sample of "traditional" 2.5-hour kindergarten programs in target and non-target schools.

SUPPORTIVE SERVICES: INTERGROUP RELATIONS

Abstract

Pupils (ESEA Title I)	2200
(Non-ESEA)	2200
Schools (ESEA Title I)	42
(Non-ESEA)	58
Staff	
Teachers (ESEA Title I)	62
(Non-ESEA)	62
Coordinator	1
Consultants	3
Approximate Cost	$183,041

Program for Interschool Enrichment

Description: The Program for Interschool Enrichment (PIE) was designed to provide opportunity for children, grades 1-6, from differing ethnic and socio-economic backgrounds to work together toward greater academic achievement, better interpersonal relationships, and more positive self-concepts. Selected classes from Title I schools, including some student councils, were paired with selected classes from non-Title I schools as a basis for the project. At the beginning of the school year, teachers of these partner classes jointly developed an instructional theme in student government or in a subject area of their choice, such as language arts, science, or social studies.

During the year each pair of classes met at one or the other of their schools and/or took field trips together as the principal medium for the learning activities. These meetings were intended to provide a basis for communication and mutual problem solving and for development of interpersonal relationships.

Parents were invited to attend teacher inservice meetings, to share in planning, and to assist teachers with class meetings at schools or on field trips. Substitute teachers were provided so that participating teachers could attend as many as possible of the seven all-day staff development meetings which were held during the year.

Time Intervals: Each pair of PIE classes was scheduled to meet one full day on alternate weeks between September 1969 and June 1970. Staff development meetings for teachers were held about once a month.

Activities: Children in grades one through six worked with children from differing ethnic and socio-economic backgrounds on science, literature, mathematics, art, social studies, music, and student-government themes.

Activities for each instructional theme, planned to promote specific learning in that subject area, included research projects, field trips for science specimen

collection and identification, art workshops in photographic line design, sculpturing, silk screen process, texture study, group painting, collage construction, opera study, assembly line production, and joint class culminations, as well as attendance at opera rehearsals and performances, and visits to City Council, County Board of Supervisors, Board of Education, Court House, and consular offices.

Written, taped, pictorial, and filmed reactions to the experiences were exchanged between classes and between individuals in order to strengthen self-image, build interpersonal relationships, improve communication skills, and reinforce cognitive learning.

Student-produced stories and reports and photographs of the participants were printed in bi-semester issues of "P.I.E. Happenings," a four-page newspaper that was distributed to all persons involved in the program.

Junior Arts Center Workshop and the UCLA Opera Workshop were typical community resources. Resource personnel from both the paired schools' local communities and the community-at-large contributed to the program.

Other Intergroup Activities

In addition to the PIE activities directly affecting 42 Title I schools, intergroup programs in all 55 schools were designed to provide multicultural experience and improve attitudes toward other ethnic groups. Almost 53,500 participants were involved, with the activities conducted at irregular intervals throughout the school year.

In 41 schools enrichment journeys or exchange visits by classes other than those involved in PIE activities were reported, and 24 schools described participation in programs to recognize such special days or events as Negro History Week and Cinco de Mayo.

Other approaches to better intergroup relations mentioned by individual schools included use of films or other audio-visual materials to provide opportunity to contrast and compare values (mentioned by 30 schools); use of library displays and library resources (19); auditorium displays, assemblies, or assembly recognition to individuals and/or classrooms (17); school clubs, including interest groups in intercultural relations, industrial arts, careers, journalism, and charm (12); activities to develop self-image and self-respect (9); the tutorial program (7); ethnic studies (6); art, dance, or music presentations (5); group discussions (5); workshops (4); speakers (4); displays (4); and home visitation (2).

Approaches to the development of understanding and friendly, cooperative, respectful relationships which were mentioned by at least one school each were parent counseling, use of community resource people, and presentation of an on-site college course.

Objective:

- To change in a positive direction attitudes toward other ethnic groups through multicultural experience

Evaluation Strategy: Using results of pre-post administration of the locally devised Pupil Attitude Rating Scale (PARS), several comparisons involving such variables as school ethnicity, partner class ethnicity, experimental-control status, and/or Title I versus non-Title I status were made. The six concepts reflected in the PARS were separately analyzed with respect to the above types of comparisons.

The same types of comparisons were made from data from the Teacher Periodic Evaluation Report. This instrument was completed three times during the year by participating teachers.

Parents and administrators also rated various aspects of the program.

Questionnaires to be completed by teachers and administrators were developed and used to evaluate the extent and effectiveness of other programs or activities in intergroup relations.

Results: Analysis of data from pre-post administration of the Pupil Attitude Rating Scale indicates that changes of attitude for PIE pupils were negligible while attitude scores of comparison groups declined. Since the difference between pre and post scores was miniscule, changes in attitude cannot be considered meaningful for either group.

Three times during the school year component teachers were asked to estimate the attitudes of their pupils with respect to other ethnic groups and also to estimate the effectiveness of the last PIE event attended. In December 1969 and May 1970 PIE teachers estimated pupil attitudes and the effectiveness of PIE events in (1) enriching pupil background, (2) increasing knowledge of subject matter, and (3) developing positive attitudes toward others. Analysis of their responses showed that teachers of Caucasian (Anglo)-Negro matched classes rated pupils significantly higher (.05 level of significance for item 1 and .01 level for item 2) than did teachers of Caucasian (Mexican American)-Negro matched classes. No differences were found on item 3.

Conclusions: Teachers of Negro classes paired with Caucasian (Anglo) children were more confident as to the contribution of PIE events both toward pupil background enrichment and toward pupil knowledge of subject matter than were teachers of Caucasian (Mexican American) and Negro matched classes.

Pupil ratings of other ethnic groups showed little change at the time of the posttest.

Recommendation: Continue the program, in view of its acceptance by parents, teachers, and administrators.

Assessment of Intergroup Activities Other than PIE

School journey tours and provision of ethnic studies centers in the classroom or library were common intergroup activities in the schools, as were provision of assembly speakers or programs promoting intercultural understanding.

Reactions of teachers and administrators indicated that effective work was being done in a variety of intergroup approaches and activities.

Administrators felt that recruitment and employment of minority people from the community played an important part in improving intergroup relations.

Involvement of still larger numbers of pupils, parents, teachers, and administrators in an increased program of intergroup/intercultural activities will benefit schools and the community.

SUPPORTIVE SERVICES: PARENT INVOLVEMENT

Abstract

Parents	Approx. 25,100
Schools	55
Approximate Cost	$200,818

Description: Parent involvement activities were designed to develop mutual understanding, improve education, and help schools more effectively meet the needs of youngsters. School personnel, parents, and representatives of community groups were brought together in School-Community Advisory Councils, Parent-Teacher groups, and a wide variety of projects and activities.

Time Intervals: More than 25,000 parents of youngsters in the target schools took part in parent involvement activities, which extended from mid-September 1969 to mid-June 1970. School-Community Advisory Councils were also active in planning for the summer sessions, July 6 through August 14, 1970. Parent involvement continued during this period.

Activities: Parents and representatives of community groups became members of School-Community Advisory Councils in each target school. They joined teachers, administrators, education aides, and other school personnel in plans and projects to help schools and communities work together.

Methods or programs to promote parent involvement which were listed or described in school summaries were adult classes and/or workshops (in reading, mathematics, parent education, English as a second language - ESL, or other subjects), mentioned by 32 schools; parental visits to schools for Open House or to participate in other special programs (27 references); parent volunteers (20); education aides (17); PTA (17); parent conferences (16); tutorial programs (14); block parents (13); and room mothers (5).

Descriptions also indicated that parents accompanied youngsters on school journeys in at least 13 schools and were involved with assisting in all Pre-Kindergarten, Kindergarten, Follow Through, and Program for Interschool Enrichment (PIE) classes. Also mentioned were the following, with the number of descriptions indicated after each item: newsletter, bulletin, or newspaper publicity (10); social gatherings (10); demonstrations of teaching (7); classroom visitation and observation (7); speakers and discussions (7); grade level meetings (5); projects to combat vandalism (5); club activities for pupils (4); meetings concerning individual projects (3); and programs to better utilize community resources (2).

Objectives:

- To raise the academic achievement level of ESEA Title I participants
- To improve communications among school, home, and community resources
- To assist parents in understanding the educational program of the school

Evaluation Strategy: This is reported in the evaluation of ESEA instructional activities and specifically in the evaluation of programs in reading and mathematics. Standardized tests were used to measure academic achievement levels of Title I participants.

At midyear, rating scales and questionnaires to parents, members of School-Community Advisory Councils, teachers, and administrators were used to assess the effectiveness of parent involvement activities. (This January assessment was not repeated at the end of the school year, so results may not necessarily present a true picture of the whole year.)

Results: Responses from parents showed that more than 40% or 1882 respondents had joined school groups, more than half had visited their child's school or classroom, and almost 96% felt that their youngsters took pride in the school. However, almost 25% had not received letters, folders, or other information concerning the school program; 35% had not received information concerning their youngster by midyear; and almost 75% had not seen newspaper accounts concerning the youngster's school or its pupils.

Responses from School-Community Advisory Council chairmen and members in January indicated the feeling, at that time, that committees were properly composed and organized, were working effectively, were considering important topics, and were carrying through successful projects or activities.

Teachers (1160 responses, a 55.9% return) reported parent conferences and meetings and a variety of parent involvement activities. They rated school work effective, though not as effective as it might be, in improving communications and parent understanding.

Principals of 48 schools listed PTA or parent group memberships as ranging from 5% to 59% of school enrollment; indicated the work of parents as paid employees and volunteer aides; and reported that parent classes in mathematics, reading, and other subjects were offered.

Conclusions: Parent interest in involvement with the schools is increasing, with opportunities for parent-school-community interaction being provided. All concerned have benefited.

Recommendations: Continue and increase efforts to involve parents and improve communications among school, home, and community resources.

Greater parent involvement might be obtained if there were reimbursement for child care and payment for inservice.

Both school personnel and parents have noted the need for in-depth orientation to compensatory education programs.

The need for greater effort in informing the media of school activities can be inferred.

SUPPORTIVE SERVICES: STAFF DEVELOPMENT

Abstract

Staff Personnel	
Certificated	2771
Aides	690
Schools	55
Approximate Cost	$488,101

Description: Elementary schools in the ESEA Title I program made use of district, area, local school, and community resources to offer preservice and inservice activities. Their reports indicate that 2745 certificated personnel, 690 education aides, and 26 professional experts participated in this staff development.

District and area offices arranged inservice programs for counselors, teacher-librarians, Follow Through personnel, Pre-Kindergarten teachers, reading and mathematics consultants, and teachers of Program for Interschool Enrichment (PIE) classes. Principals, vice-principals, resource teachers, consultants or specialists, regular classroom teachers, and advisory committees helped to plan and organize staff development programs at individual schools.

Time Intervals: Staff development activities began with preservice meetings in September 1969; continued throughout the school year; and, with an intensive program involving parents, extended into the summer session, July 6 through August 14, 1970.

Activities: Responses from schools indicated that several activities played a part in staff development. These included grade level meetings (38 mentions), workshops (32), demonstrations (20), general faculty meetings (14), subject or special interest meetings (11), programs for aides (9), and inservice activities designed to meet special needs (9).

Varying according to needs of the local school, component activities also included presentations by guest speakers; group discussion; class visitation and observation; and the use of film, filmstrips, TV and videotape, or other audio-visual materials.

Consideration was given to methods of improving self-image in pupils, introduction of new curriculum materials, development of behavioral objectives, use of diagnostic techniques, and preparation and use of profiles.

Objectives:

- To raise the academic achievement level of ESEA Title I participants

- To provide inservice education
    a. Improve understanding of the effects of poverty on children
    b. Improve intergroup and intercultural understanding
    c. Improve teaching skills in specific instructional areas
    d. Improve skills and use of paraprofessionals (e.g., education aides)
    e. Improve skills and use of supportive personnel (e.g., counselors)
    f. Improve skills in diagnosing individual student learning needs
    g. Develop curricular innovations

Evaluation Strategy: As indicated in the evaluation of instructional activities in reading and mathematics, standardized tests were used to measure academic achievement levels of Title I participants.

Rating scales and questionnaires to be completed by teachers and administrators were developed at midyear to assess effectiveness of staff development activities in general after five school months. Where content of programs for specific instructional or supportive service groups (e.g., English as a Second Language, Pupil Services and Attendance) was known in time to permit preparation of evaluation instruments, such programs were evaluated within the framework of the specific component.

Results: Teachers (N=1160) assigned relatively low ratings to inservice effects on skills or attitudes, considering inservice least effective in improving their understanding of the effects of poverty on children. They judged inservice most effective in improvement of teaching skills in specific areas, and in improvement of skills and use of paraprofessionals (e.g., education aides).

However, most comments on inservice were positive. More experienced teachers tended to rate it more highly than did teachers with fewer years of experience; and various groups, such as counselors, reading and mathematics teachers, and aides, expressed a desire for more inservice time.

Teachers and consultants asked for in-depth study in subject areas such as mathematics and reading.

Conclusions: Flexibility for local schools to meet individual needs and time for planning are important elements of successful staff development programs.

It follows that programs with the best chance of success would be those developed, and revised as needed, by the participants, the aides, teachers, administrators, parents, and everyone involved.

Recommendations: With provisions for joint planning, and adequate time to accomplish this, geographical clustering of schools for inservice could result in more efficient use of consultant and/or guest speaker time and easier coordination and exchange of ideas among nearby schools.

In-depth study to improve instruction in academic areas, ongoing sessions tailored to the needs of project participants in the local school, and emphasis on parent interaction are in keeping with compensatory education guidelines.

Team instruction, a new experience for most teachers, would be a suitable subject for inservice sessions.

Inservice for aides should be increased and should focus upon the grade level and subjects taught in the class to which the individual aide is assigned. Cooperative involvement of teachers and aides in this inservice would maximize relevance of the training to the tasks to be performed.

Payment of aides for local inservice or the granting of college credits has been recommended in independent evaluation of the aide program.

Evaluation of inservice sessions planned for specific groups would be facilitated if content for meetings could be clearly delineated in advance and if there were sufficient lead time to permit preparation of instruments designed to evaluate the specific inservice session or sessions.

SUPPORTIVE SERVICES: COUNSELING

Abstract

Pupils	7500
Schools	
Public	55
Nonpublic	30
Teachers	32
Approximate Cost	$539,713

Description: The Counseling component provided 28 counselors in addition to the 12 regular District complement of counselors to 55 public schools and five counselors to the 30 nonpublic schools, as well as two counselors to the Follow Through Program, and four to Pre-Kindergarten. Also, one specialist was assigned to coordinate all ESEA Title I counseling activities. Tests and supplies were provided to the 55 public target schools.

Time Intervals: The component operated from mid-September 1969 to mid-June 1970. Pupil counseling interviews averaged 30 minutes in length. Case studies averaged five hours in time of preparation.

Activities: Counselors served in four major areas: (1) completing individual psychological studies of pupils' learning and/or behavior problems, including educational diagnosis, prescriptive teaching suggestions and recommendations relative to behavior modification; (2) counseling with children and parents, individually or in groups; (3) serving as consultants to teachers and other staff members regarding needs of individual pupils; and (4) working with parents and the community in interpretation of the counseling program, working with other service agencies, and serving on the School Advisory Committee.

Counselors participated in an inservice workshop program which was scheduled and conducted by the District Guidance and Counseling Section, assisted by the ESEA Specialist. Areas covered in the workshops were individual and group counseling techniques, psychological testing, study writing and reporting, behavior modification, prescriptive teaching based on behavioral objectives, evaluation of counseling service in terms of "consumer needs," and child development and mental hygiene.

Objective:

- To identify specific assets and limitations relating to the learning process

Evaluation Strategy: Counselor services were tabulated and classified and were compared with previous services provided. A frequency count was made of pupils served. Ratings and comments by staff personnel were analyzed.

Results: Counselors worked with more than 2000 pupils in individual counseling and more than 1000 in group counseling in 55 public and 30 nonpublic schools. They administered psychological tests to more than 3500 pupils. They counseled with parents of more than 4000 pupils.

Teachers who used the counseling services rated them slightly above average.

Both counselors and administrators made positive comments about the counselors' work, but both believed that the counselors' duties should be better defined. Counselors rated their service opportunities as "less than adequate."

Conclusions: The component attained its stated objective of identifying pupils' specific assets and limitations related to learning.

Administrators felt that the component was effective.

Some confusion appears to exist concerning the nature and priorities of the counselors' specific duties.

Recommendations: Reduce case load through the assignment of more counselors.

Study the role of the counselor to clarify his duties and priorities.

SUPPORTIVE SERVICES: HEALTH SERVICES

Abstract

Pupils (duplicated count)	92,414
Schools	
Public	55
Nonpublic	30
Staff	
Nurses	35
Other personnel	12
Approximate Cost	$752,113

Description: The Health Services component provided extensive diagnostic services and expedited remediation of health defects. The component served more than 45,000 pupils in 55 public schools and more than 1800 in 30 nonpublic schools. In nonpublic schools, only pupils enrolled in specially funded reading and mathematics projects were served. Twenty-nine specially funded nurses, including one supervisor and two nurses utilized in tuberculosis survey, were assigned to the 55 public schools. One additional nurse also worked with the 10 schools having the Follow Through program. Five more nurses served the 30 nonpublic schools. Prorated services allocated to 55 public and 30 nonpublic schools included physician (seven and three-fourths, plus one supervisor), dentist (two and one-half), and audiometrist (one).

Time Intervals: This component operated from mid-September 1969 to mid-June 1970. Pupil contacts varied in length of time, according to the nature of the services.

Activities: The health services team developed descriptive health profiles for pupils, giving priority to prekindergartners and new pupils. The profiles resulted from individual health appraisals by the professional staff and included visual screening, audiometric testing, dental examinations, and parent consultations. Other services included dental prophylaxis and care to pupils without resources, and tuberculin testing for all pupils new to the District. Nutrition was provided for participants in the Follow Through project. The health services team provided health education for pupils, using multisensory and multilingual teaching aides, and furnished teachers with pupil information with implications for learning. Through its referral service and liaison with other agencies, the staff expedited the correction of defects. ESEA health services personnel participated in a District inservice education program, attending monthly meetings.

Objectives:

- To identify health defects of children
- To assist parents in obtaining appropriate health referral
- To correct dental defects in pupils

Evaluation Strategy: Evaluation consisted of a frequency count of health services and participants. A one-group design was employed throughout, except for a comparison of percentages of health defects corrected. Administrators' comments on component effectiveness were analyzed.

Results: Health services were provided for more than 90% of the 50,000 pupils in the 55 target schools and to project pupils in 30 nonpublic schools. Many pupils received multiple services. Doctors, nurses, dentists, and an audiometrist found more than 22,000 pupil health defects. The team was able to achieve remediation of almost 10,000 defects, 44% of the total. The volume of defects detected was higher than last year, but the percentage of corrections was down slightly. The major defects were dental, ear-nose-throat, and vision. Nurses completed profiles for 9500 pupils.

Administrators commented favorably on the services but stated that nurses needed clerical help.

Conclusions: The component attained its objectives in identifying health defects and achieving the remediation of a satisfactory proportion.

Recommendations: Provide more nurses to extend services.

Provide nurses with clerical assistance.

SUPPORTIVE SERVICES: PUPIL SERVICES AND ATTENDANCE (PSA)

Abstract

Pupils (Including parent contacts)	22,700
Schools	55
Counselors	33
Approximate Cost	$498,906

Description: The Pupil Services and Attendance component (formerly Child Welfare and Attendance) provided intensive supportive services supplementing the District program. Thirty-one ESEA-funded pupil services and attendance (PSA) counselors served the 55 target schools. Two additional PSA counselors were provided by the Follow Through program to 10 schools, nine of which were included in the 55 target schools.

Time Intervals: The component operated from mid-September 1969 to mid-June 1970. On the basis of time budgeted by principals in the individual schools, counselors served for from one to five days per week. Pupil contacts varied in length of time and frequency, according to the nature of the services provided.

Activities: Counselor services included frequent home visitation and contact to identify problems and needs of pupils whose attendance was irregular, or who displayed unsatisfactory behavior or other symptoms of maladjustment; study and follow-up of pupils with serious problems; pupil, parent, and staff conferences to develop recommendations; and liaison with other agencies in the solution of problems and in the promotion of positive attitudes toward school. All PSA counselors participated in a District three-year inservice program. In addition, ESEA Title I counselors attended a summer class in conversational Spanish held from July 7 to August 15, 1969, and continued monthly throughout the school year.

Objectives:

- To increase parent awareness of the responsibility to see that their children attend school
- To improve attendance in school

Evaluation Strategy: Tabulation of services provided and pupils served constituted the major part of evaluation. A sample of pupils' attendance records and school adjustment marks, pre and post, were compared. Utilization of counselor services by schools served as the basis for comparison of the schools' percentages of attendance. Administrators' comments on the effectiveness of PSA services provided were analyzed.

Results: PSA counselors served directly more than 18,000 of the 63,000 pupils enrolled in the 55 target schools.

Sample subgroups referred for attendance and discipline made significant gains in marks on Effort. The discipline subgroup improved in Work Habits but had significantly more absences in the Spring Semester 1970. (A teachers strike occurred during this time.)

No significant relationship was found between counselor time provided on the basis of pupil enrollment and percentage of school attendance.

Staff comments were favorable, but two administrators cited problems in communications.

Conclusions: Because of the teachers strike that lasted 23 school days, attendance data are inconclusive.

Pupils who were counseled intensively over a long period of time improved in adjustment marks.

There is no evidence that the amount of time a PSA counselor is assigned to a school (in the present allotment ratios) affects the gross attendance figures.

Recommendations: Increase the number of counselors.

Provide more clerical assistance.

Provide improved physical facilities--more space, more telephones.

Improve communication between PSA counselors and local schools.

NPS INSTRUCTIONAL ACTIVITY: READING

Abstract

Pupils	960
Schools	30
Staff	
Teachers	31
Supportive Personnel (Shared with Mathematics component)	10
Approximate Cost	$390,666

Description: The Reading component in the nonpublic schools (NPS) provided individualized and small-group instruction to children who were deficient in reading and language skills. Linguistic, phonetic, kinesthetic, and basal reading experiences were utilized. The primary reading program included grades two and three, and the intermediate program grades four, five, and six.

Pupil selection was based on available test information and the recommendations of the principal and teachers. The children were grouped according to their age, reading ability, and proficiency in English. Thirty-one reading specialists, as well as four counselors, five nurses, and one doctor (shared with the NPS Mathematics component), were assigned.

Time Intervals: The component operated from mid-September 1969 to mid-June 1970. Class periods ranged from 30 minutes to one hour in length. Working with groups of six to eight, each specialist taught a maximum of 32 pupils daily.

Activities: Activities were planned specifically to develop verbal and conceptual skills. They included listening to stories, viewing films, taking walking trips within the community, participating in library clubs, choral reading, storytelling, creative writing, play acting, writing newspapers, and making puppets and dioramas to share with other classes.

Reading specialists participated in open house activities at the schools, held parent conferences, spoke at faculty and parent club meetings, and served as resource persons to the school staff.

A day of preservice education and 13 inservice education meetings were conducted during the school year to help the participating staff in the attainment of the objective. The inservice program consisted of workshops which stressed teaching methods and techniques, the construction of teaching aides, and administrative problems connected with the program. Guest speakers participated in the areas of health, guidance and counseling, intergroup relations, and reading. Inservice activities included observation visits to public school reading programs.

Objective:

- To improve classroom performance in reading beyond usual expectations
  To raise the median gain of project participants in reading by 1.0 grade level as measured by standardized tests.

Evaluation Strategy: The Stanford Achievement Test (Grades 2, 3) and the Comprehensive Tests of Basic Skills (Grades 4, 5, 6) were given in 30 schools to the ESEA pupils and to a comparison group which consisted of pupils of similar initial reading ability who did not receive ESEA reading assistance. Pre- and posttest reading vocabulary and comprehension scores of the two groups of pupils were compared.

Results: The objective of achieving one year's growth in a school year (0.1 grade level per school month) was exceeded in all grades. In a span of seven months between pre- and posttesting, gains ranged from nine months in the second grade to 16 months in the sixth grade. The ESEA groups showed gains to a significantly greater degree than the comparison groups.

Ratings by parents, classroom teachers, reading specialists, and administrators indicated that the program had improved the academic achievement of pupils.

Teacher participants reported that the inservice program successfully aided in achievement of the objective.

Conclusions: The ESEA groups showed significantly higher gains than the comparison groups. The objective was exceeded in grades two through six.

Parent and staff ratings confirmed effectiveness of the component.

Teachers regarded the inservice program as successful.

Recommendations: The component should be continued, with improved communication between the classroom teachers and the reading specialists.

A more valid way of selecting pupils for the program should be devised.

NPS INSTRUCTIONAL ACTIVITY: MATHEMATICS

Abstract

Pupils	909
Schools	30
Staff	
Teachers	29
Consultant	1
Supportive Personnel (shared with Reading component)	10
Approximate Cost	$361,447

Description: The Mathematics component in the nonpublic schools provided instruction to small groups of children who required help in that area. Activities were planned to improve skill in computation, abstract thinking, and practical application of mathematical knowledge. The primary mathematics program included grades two and three, and the intermediate program grades four, five, and six.

Bases for pupil selection were results of available test scores, recommendations of principal and teachers, and results of informal tests given by mathematics specialists. Twenty-nine mathematics specialists (in two schools the specialist devoted half of her time to reading and half of her time to mathematics) and one consultant, as well as four counselors, five nurses, and one doctor (shared with the NPS Reading component), were assigned.

Time Intervals: The component operated from mid-September 1969 to mid-June 1970. Class periods ranged from 30 minutes to one hour in length. Each specialist, working with groups of six to eight, taught a maximum of 32 pupils daily.

Activities: Textbooks and many concrete and manipulative devices were used to help the children crystalize their basic mathematical concepts. Simulated experiences in buying, selling, banking, etc., added practical dimensions to the program.

To assist participants in achievement of the objective, a day of preservice education and 13 inservice education meetings were conducted during the school year, consisting of workshops which stressed teaching methods and techniques, the construction of teaching aides, and consideration of administrative problems connected with the program. Guest speakers discussed health, guidance and counseling, intergroup relations, and mathematics. Inservice participants visited and observed public school mathematics programs. In addition, inservice workshop classes were held every two weeks for three smaller groups.

Objective:

- To improve classroom performance in other skill areas (mathematics) beyond usual expectations
  To raise the median gain of project participants in mathematics by 1.0 grade level as measured by standardized tests

Evaluation Strategy: The Cooperative Primary Tests, Mathematics (Grades 2, 3), and Comprehensive Tests of Basic Skills, Arithmetic (Grades 4, 5, 6), were given in 30 schools to the ESEA pupils and to a comparison group which consisted of pupils of similar initial mathematical ability who did not receive mathematics assistance in the ESEA component. Pre- and posttest arithmetic scores of the second- and third-grade ESEA pupils and pre- and posttest scores in computation, concepts, and application of the fourth-, fifth-, and sixth-grade ESEA pupils were compared with scores of their non-ESEA counterparts in the comparison groups.

Questionnaires and rating scales were completed by parents and staff at midyear.

Results: The objective of achieving one month's growth in mathematics for each month of instruction was more than doubled in grades 4, 5, and 6. In seven months of instruction, gains in those grades were 16 and 17 months.

Adjusted mean scores of the ESEA groups at grade levels two through six were higher than the adjusted mean scores of the comparison groups. In every case gains were made which were statistically significant at the .01 level of confidence in favor of the ESEA group.

Both the general inservice and the workshops were endorsed by the mathematics specialists.

Regular classroom teachers, mathematics specialists, and administrators reported increased pupil interest and academic achievement.

Reporting that their children had improved in arithmetic, parents endorsed component activities and were in favor of having the program continued.

Conclusions: The objective was exceeded in grades two through six. The ESEA groups showed significantly higher gains than the comparison groups.

Parent and staff ratings confirmed the effectiveness of the component.

The mathematics specialists regarded the inservice program and the workshops as successful.

Recommendations: The component should be continued. Provision should be made for parent workshops. Specific guidelines should be established for pupil selection.

NPS SUPPORTIVE SERVICES: PARENT INVOLVEMENT, STAFF DEVELOPMENT, AND INTERGROUP RELATIONS

Abstract

Participants		
Parent Involvement		4145
Staff Development	Approx.	100
Intergroup Relations		2257
Schools		30
Approximate Cost	(Included in NPS Language Arts)	

Description: Programs in Parent Involvement, Staff Development, and Intergroup Relations were a part of ESEA Title I supportive services activities for nonpublic schools in 1969-70.

Programs in the participating schools, grades one through six, involved regular staff members and specially funded personnel and were designed to improve academic achievement of Title I youngsters in these schools.

Time Intervals: Activities were conducted from September 1969 through the end of the school year in June 1970.

Activities: Accompanied by parent volunteers when possible, NPS pupils took field trips, not only for the educational value of these school journeys but also to become acquainted with children from other sections of the city whose culture and environment were different from their own. Additional plans for interschool enrichment-type activities had to be dropped when ESEA funds were curtailed; however, ethnic studies and consideration of minority contributions to society were incorporated in the remedial program, when possible, throughout the year.

Advisory committees of parents and parent-teacher groups met regularly and scheduled programs for their meetings that included demonstrations of teaching techniques, workshop sessions, and presentations by outside speakers. Parent volunteers assisted teachers in the classroom, and the schools encouraged after-school father-son, mother-daughter, and family activities.

Staff development programs for ESEA personnel in the NPS program included pre-school workshops and inservice education meetings on nonpublic school holidays. Teaching aides were constructed, and workshops also dealt with teaching methods and techniques, understanding of the culture of poverty, and administrative problems connected with the program. Guest speakers from the areas of curriculum, health, and guidance and counseling took part.

Inservice education programs for the specially funded teachers were open for regular faculty of the nonpublic schools who also received special invitations to certain sessions. This was done so that continuity of programs, understanding, and a team relationship might be established for the benefit of pupils.

Objectives:

- To raise the academic achievement level of ESEA Title I participants
- To improve communications among school, home, and community resources
- To assist parents in understanding the educational program of the school
- To provide inservice education
- To change in a positive direction attitudes toward other ethnic groups through multicultural experience

Evaluation Strategy: Academic achievement of Title I participants, as reported in the evaluation of instructional components, was measured by the administration of standardized tests.

A questionnaire to be completed by administrators was designed to obtain a description and evaluation of activities in parental involvement, staff development, and intergroup relations in their schools.

Results: Parental involvement, staff development, and intergroup relations were found to be part of ESEA supportive services in the nonpublic schools. Effects of these activities on academic achievement of youngsters could not be measured directly.

Work in parental involvement and staff development appeared to be more extensive than were programs involving intergroup relations.

Conclusions: Effects of the supportive services on academic achievement of youngsters were measured, but only indirectly, by standardized tests of achievement.

It is difficult, if not impossible, to distinguish between general Diocese programs in the supportive services areas and ESEA programs or activities.

Recommendations: If intergroup experiences are recognized as having value for youngsters, interschool enrichment-type activities should be planned for the coming year and included in the 1970-71 budget.

If ESEA services are designed to benefit only ESEA youngsters, steps should be taken to develop and evaluate unique activities in parental involvement, staff development, and intergroup relations. Such activities should be distinguishable and separated from general Diocese programs or activities.

READING AND MATHEMATICS CORE

Abstract

Pupils (Grades 7-9)	3055
Schools	15
Reading teachers	31
Mathematics teachers	31
Education aides III	62
Counselors	15
Counselor interns	6
Clerks	27
Compensatory education coordinators	15
Dates	9/69-6/70
Cost budgeted	$2,898,816

Description: The Reading and Mathematics Core consisted of two components designed to improve the pupils' achievement in these areas.

The reading/language development component provided intensive instruction for the improvement of skills in reading, listening, speaking, and writing.

The mathematics component presented fundamentals of mathematics, provided for understanding of certain mathematical ideas, and developed reading skills for the understanding of mathematics as it is needed in everyday living and in the pursuit of advanced education.

Pupils assigned to the Reading and Mathematics Core were able underachievers: that is, pupils of average or above-average ability who had been achieving two or more years below their grade level. Class size was limited to 20. Negro pupils accounted for 64% of the ESEA enrollment, Mexican American 34%, and other ethnic groups 2%.

Participating junior high schools each had a compensatory education coordinator, in charge of the school components, and a counselor, who also taught one period of reading. Each class had a teacher, specializing in the component subject, and the services of an education aide. In addition, there were intermediate clerks and clerk typists in the SAC offices serving ESEA personnel.

Time Intervals: The reading and mathematics classes were conducted daily from mid-September 1969 to mid-June 1970, except for the two-week Christmas holidays, the one-week spring vacation, and the four and one-half week period of the teachers strike late in the school year. Consequently, instead of the eight months of instruction expected between pre- and posttesting, there actually were six. Proportionately, this reduces the objective of 10 months' achievement in eight months to eight months' achievement in six months. The pupils took one class daily in reading and language development, and one class in mathematics.

Activities: Pupils enrolled in the Reading and Mathematics Core received individual tutoring facilitated by a full-time teacher aide working with the regular teacher in each class. All teachers and aides were trained to use prescriptive teaching, the major instructional technique in the Core, which involves diagnosing or studying the needs of each pupil and then prescribing or preparing and applying instruction to meet those individual needs.

Experimental commercial study kits, skills books, and independent readers, as well as teacher-made materials, were used to individualize instruction.

Workshops were conducted for all aides, teachers, and counselors in the program, and for the compensatory education coordinators, to assist them in attainment of the objective.

Counseling, psychological, and health services, intergroup relations activities, and parental involvement supported the achievement component.

Objective:

- To raise the median achievement level of project participants in reading and mathematics by 10 grade-norm months in 8 months, as measured by standardized achievement tests

Evaluation Strategy: Standardized achievement tests (CTBS) in reading, language, and arithmetic were administered in October (pre) and in May (post) to all ESEA classes and to selected non-ESEA classes. Comparison pupils were enrolled in regular District English and mathematics classes.

Nonstandardized achievement and attitude tests were administered to selected ESEA and comparison groups. In addition, questionnaires were completed at year-end by staff members, pupils, parents, and inservice participants.

Results: On standardized tests (CTBS) ESEA pupils made significantly greater gains (at the .01 level) than did comparison groups in reading comprehension and arithmetic computation, while comparison groups made significantly greater gain (.05) in arithmetic application. There was no significant difference on the other five subtests.

On the nonstandardized achievement tests, no significant differences between ESEA groups and comparison groups were found. A positive correlation was evident between IQ and test scores.

The component's stated performance objective, refigured on actual instructional time, as previously explained, called for eight months' achievement in six months. The percentage of pupils who gained eight or more months on the CTBS ranged from a low of 27% of the seventh graders (in vocabulary) to a high of 48% of ninth graders (in arithmetic computation).

Prescriptive teaching was significantly successful in reading vocabulary and in arithmetic computation and concepts, while nonprescriptive showed significant gains in language mechanics and expression. Only 9 (20%) of the 46

reading teachers and 9 (29%) of the 31 mathematics teachers were judged by central office specialists to have implemented the full range of prescriptive teaching techniques.

Administrators, staff, pupils, and parents generally approved of the program. Parents stated that SAC teaching was good but also felt strongly that more of their suggested solutions to local school problems should be accepted. Pupil comments strongly favored the SAC program but were divided in their feelings about teachers.

Conclusions: Instructional objectives were partially met, as measured by standardized tests.

According to survey data, inservice objectives were met.

Prescriptive teaching was significantly successful in three of the eight areas tested; nonprescriptive teaching was significantly successful in two.

Staff, pupils, and parents supported the program.

Recommendations: Teachers and other staff personnel should continue to develop prescriptive techniques so that all SAC teachers will use this type of teaching. The techniques of successful prescriptive teachers should be studied for wider application.

Central office staff should follow up pupils' critical comments about teachers.

Attention should be given to improving school-community relations, with more information about SAC sent home and more parent participation invited.

The use of teacher-made nonstandardized tests should be expanded so that more frequent process evaluation and feedback would be possible.

SUPPORTIVE SERVICES: PARENT INVOLVEMENT, AUXILIARY SERVICES, STAFF DEVELOPMENT, AND INTERGROUP RELATIONS

Abstract

Schools (Grades 7-9)	15
Dates	9/69-6/70
Parent Involvement	
Parents	266
Cost budgeted	$103,368
Auxiliary Services	
Pupils	3055
Counselors	15
Counseling Interns	6
Consulting Counselors	3
Nurses	2
Cost budgeted	$385,310
Staff Development	
Staff	152
Parents	133
Cost budgeted	$27,114
Intergroup Relations	
Pupils	5400
Staff	168
Parents	6
Cost budgeted	$19,698

Description: The PARENT INVOLVEMENT component was designed to stimulate communication between SAC parents and the school through cooperative effort by the compensatory education coordinator, District-funded home-school coordinator, and target school community aides, with guidance by the principal. Parents met in groups in their own school communities or with an organization at the District level to discuss children's educational needs.

In the AUXILIARY SERVICES component, counselors, interns, and consulting counselors were assigned to specific schools to provide guidance and counseling to project pupils. These personnel also consulted with school staff members and parents.

Registered nurses helped identify project pupils' health and dental defects and secured necessary appointments for treatment.

The STAFF DEVELOPMENT component conducted seminars in which SAC personnel participated, with leadership by District personnel and experts in the social sciences. These seminars were intended to provide SAC personnel with greater skill in helping disadvantaged children increase their academic abilities. More understanding was sought in the variables that impinge on these children and in the use of all available resources and human understanding to promote their academic development.

The INTERGROUP RELATIONS component concerned itself with attitude improvement and problem solving approaches in human relations. It involved ESEA staff, pupils, and parents. Activities were planned and organized at local schools by school staffs and the District's Office of Urban Affairs, and experiences were scheduled for both students and adults.

Time Intervals: The four components operated from mid-September 1969 to mid-June 1970, interrupted in the spring by a four and one-half week teachers strike.

Parents met monthly, or more often, as necessary.

Counselors saw many counselees on a continuing basis. In three schools counselees were programmed to receive intensive group and/or individual counseling weekly.

SAC pupils were helped with their health and medical problems throughout the school year. Most inservice workshops were held after school and on Saturdays and lasted for from two to eight hours.

Intergroup relations staff and pupils met during and after school hours and on weekends.

Activities: Parents and school staffs met in discussion groups and worked together to plan and implement school activities. They also received instruction in reading and mathematics, and learned about the SAC program and how to manipulate its materials and supplies.

Pupils were involved in individual and group conferences with counselors and health personnel and were given follow-up appointments with doctors, dentists, and referral agencies. In addition, counselors consulted with school staffs, administered tests, kept a record of counseling activities, reviewed student records, and adjusted pupil programs. Nurses also consulted with school staffs, kept a record of contacts, and arranged pupil appointments.

Consulting counselors made weekly visits to project schools to help SAC personnel understand pupils' educational strengths and weaknesses. A prescribed instructional plan was cooperatively planned for individual project pupils.

SAC pupils with defects detected by nurses, doctors, and dentists were scheduled for appointments and continued to be seen throughout the year as long as treatment was needed.

Workshops were held to help SAC personnel best utilize individual, school, and community resources to help develop project youngsters' academic and personal potentials. Workshops also were designed to increase communication and understanding between the school and community.

Workshop activities consisted of lectures, open-discussions, panels, role-playing, sociodrama, and audio-visual presentations.

Pupil multicultural activities included week-end camps, "Young Soul" stage productions, and college campus conferences on Saturdays. Adult staff members

and community representatives met for various periods of time ranging from single three-hour sessions in local schools to two six-hour sessions on consecutive Saturdays.

Objectives:

- To raise the academic achievement level of ESEA participants
- To improve communications among school, home, and community
- To identify specific assets and limitations relating to the learning process
- To identify health defects of children
- To correct dental defects in pupils
- To assist parents in obtaining appropriate health referral
- To improve understanding of the effects of poverty on children
- To improve intergroup and intercultural understanding
- To improve teaching skills in specific instructional areas
- To improve skills and use of paraprofessionals
- To improve skills and use of supportive personnel
- To improve skills in diagnosing individual student learning needs
- To improve skills of participants in counseling with disadvantaged students
- To change in a positive direction attitudes toward other ethnic groups through multicultural experience

Evaluation Strategy: All project pupils were compared with non-ESEA groups from their own and other schools. Variables examined were pre-post scores on standardized and nonstandardized achievement tests (see report on secondary Reading and Mathematics), and pre-post responses on an attitude scale.

Counselors kept a monthly record of counseling contacts with parents. Parent involvement activities were rated by parents at year-end, and open-end comments were obtained.

SAC counselors, interns, and consulting counselors kept monthly records of contacts with pupils. At year-end pupils, parents, counselors, and administrators also were asked to rate and comment on the quality of supportive services.

At year-end participants in staff development workshops were asked to rate the worth of each workshop and to make constructive critiques. Staff members completed questionnaires regarding how intergroup workshops may have influenced their attitudes toward other ethnic groups and also rated the workshop

effectiveness. A semantic differential attitude test, Intergroup Measure of Concepts (IMOC), was designed to measure pupil changes in attitude. Following their experience in the component, all participants were asked to judge its effectiveness.

Results: Parent responses on a questionnaire rated the parent involvement program as effectively meeting its goals. Ratings on program features were generally positive, except for the degree of community enthusiasm to attend committee meetings.

Open-end comments by parents affirmed that program objectives were met, although negative opinions were expressed concerning poor parent attendance at meetings and lack of parent and community involvement in component activities.

Pupils were involved by counselors in 6547 intensive individual and 1098 group counseling sessions. More than 4000 guidance activities and over 28,000 conferences with school staff and parents were initiated by counselors.

Nurses held more than 5000 conferences with project pupils, parents, and school personnel. In addition, their efforts helped to correct defects of project pupils in 352 cases.

Scores on a locally devised attitude scale (QMOC) indicated significant growth by the ESEA group, while the comparison group showed negative results.

Pupils, on a questionnaire evaluating SAC, rated positively questions about the academic offerings of the program and the counseling, but were somewhat undecided about health and dental services. Pupil comments were heavily positive in mentioning the benefits of the SAC program and overwhelmingly endorsed its continuance.

Ratings of supportive services by counselors and administrators tended to be neutral, except in detection of health defects (which were negative), and in counselor assistance to teachers (which were positive). Comments by these same personnel substantiated their ratings, except that the SAC nurse and community aides were judged to be of great value.

Eighty-nine staff members responded to the questionnaire rating staff development. Median ratings on all items were positive, on a 1-5 (positive-negative) scale. The staff felt most affirmatively about the greater ease in writing behavioral objectives (median 1.5) and about improvement in counseling skills (1.2). They felt weakest in their understanding of intergroup relations (3.9) and in improvement of attitudes toward the effects of poverty on children (4.0).

Staff reactions to items relating to improvement of instructional skills were all positive.

Staff comments were varied but most indicated a need for a greater number of better-planned, more meaningful workshops.

While parent ratings of multicultural aspects were positive, pupil ratings indicated some ambivalence. Comments from both these sources, however, commended the component offerings.

There were some noteworthy shifts in the means of the pre-post scores of pupil groups on a local attitude scale (IMOC), in which shifts tended to be slightly more positive than negative. The Negro group displayed significant changes in attitudes toward Myself and Afro-Americans (positive) and Most People (negative).

When responses of Negro and Mexican American groups were combined, they indicated a significant positive change of attitude toward other ethnic and racial groups.

Conclusion: The number of participating parents fell below expectations. Parent participants strongly urged continuation of the Parent Involvement component, although some expressed negative attitudes toward certain aspects of the program.

Project pupils showed only slight gains in achievement. Data on the QMOC attitude scale indicated positive growth by the ESEA group.

Counselors and nurses held numerous conferences with pupils, parents, and staff. Ratings by pupils and staff of supportive services were mainly neutral; but their comments were overwhelmingly positive, with certain limitations expressed. Staff development ratings were positive, comments were varied, and participants recommended that the program be continued with modifications.

Comments from participants in the intergroup relations program were strongly positive. In the same program ratings by parents were positive but those by pupils were somewhat negative. A need for continuing the programs was indicated, with certain changes recommended.

Recommendations: The parent involvement program should be launched earlier in the school year, and all available media of communication should be utilized to promote it.

The auxiliary services component should be continued. Group counseling should be initiated in certain schools where it has not been used so that more project pupils may be helped.

Firmer and continuous leadership and assistance from the central office should be maintained.

More thorough screening procedures should be provided for the detection of health defects.

Background and training of workshop participants should be considered carefully in forming homogeneous inservice groups.

Workshop leaders should strive to provide firm directions and relevance in their workshop presentations.

Workshops should be started early in the school year or before school opens.

NONPUBLIC SCHOOL (NPS) INSTRUCTION AND SUPPORTIVE SERVICES

Abstract

Middle schools	2
Pupils (grades 7-8)	175
Staff	
Reading teachers	2
Mathematics teachers	2
Science teachers	2
Counselors	2
Nurse	1
Dates	9/69-6/70
Cost budgeted	$119,963

Description: As an extension of the public school ESEA project, programs of intensive instruction in reading, arithmetic, and science, with support from counseling and health services, were established at two archdiocesan "middle" schools (grades seven and eight) which serve large numbers of low-achieving pupils from economically depressed areas. School enrollment consisted primarily of Negro and Mexican American pupils. Class size was limited to 20. Each nonpublic school (NPS) was assigned one teaching position for reading, one for arithmetic, and one for science.

The Parental Involvement component sought to increase communication among project youngsters, parents, and school personnel.

The project placed one full-time counselor in each school to provide guidance and counseling to the pupils and to be available to the staff for educational and psychological consultation.

A registered nurse was assigned to both schools at mid-year to help identify health and dental defects and to arrange treatment for project pupils.

NPS consulting counselors participated with public school ESEA counselors in staff development seminars led by District personnel and outside experts.

The Intergroup Relations component, in cooperation with the District's Office of Urban Affairs and local NPS staff, conjointly planned experiences designed to improve attitudes and human relations among project pupils, staff persons, parents, and other community members.

Time Intervals: Generally, pupils attended one 50-minute class period daily for each of the three subjects.

Parent groups met irregularly, whenever necessary.

Counselors saw pupils on a need or continuing basis; staff members were seen

when they requested it. Health services also were provided on a need basis. Some project pupils were seen at regular intervals for treatment.

Most workshops were held after school and on Saturdays. Counselors attended Friday workshops, usually for four hours.

Activities: The instructional program provided diagnosis of the pupils' reading and arithmetic deficiencies, allowing a sequential development of essential reading skills and the development of fundamental arithmetic concepts related to the individual school's current curriculum. Science was taught by the inductive method.

Parents and school staffs met in discussion groups to plan and implement school activities, such as off-campus trips, to upgrade both the ESEA and the regular programs.

Project pupils talked with counselors and the nurse and kept appointments with the doctor, dentists, and referral agencies. Counselors held interviews, consulted with school staffs, administered tests, kept records of contacts, studied pupil profiles, programmed pupils, and made appropriate referrals.

The project nurse held interviews with pupils and staffs, kept records of contacts, reviewed pupil records, arranged pupil appointments, and made referrals. She also helped the doctor and dentists screen projects pupils to determine defects and necessary treatments. Some pupils were treated on a continuing basis.

Workshops were conducted to help project personnel utilize all available resources to stimulate learning in project pupils and to increase communication and understanding between the school and community. Lectures, discussions, panels, role-playing sessions, sociodrama enactments, and audio presentations were among the techniques used by workshop leaders.

Objectives:

- To raise the median achievement level of project participants in reading, arithmetic, and science by 10 grade-norm months within 8 months, as measured by standardized achievement tests
- To raise the academic achievement level of ESEA participants
- To improve communications among school, home, and community
- To identify specific assets and limitations relating to the learning process
- To identify health defects of children
- To correct dental defects in pupils
- To assist parents in obtaining appropriate health referral
- To improve understanding of the effects of poverty on children
- To improve intergroup and intercultural understanding

- To improve teaching skills in specific instructional areas

- To improve skills and use of paraprofessionals

- To improve skills and use of supportive personnel

- To improve skills in diagnosing individual student learning needs

- To improve skills of participants in counseling with disadvantaged students

- To change in a positive direction attitudes toward other ethnic groups through multicultural experience

Evaluation Strategy: Standardized achievement tests in reading, arithmetic (Comprehensive Tests of Basic Skills--CTBS), and science (Metropolitan Achievement Test--MAT) were administered pre (October 1969) and post (May 1970) to all of the ESEA pupils and to selected non-ESEA comparison classes. Analysis of covariance was applied to the results to determine the significance of any score changes.

Treatment variables included the facts that ESEA pupils had one period daily each of reading, arithmetic, and science, while comparison pupils were enrolled in regular seventh- and eighth-grade classes in archdiocesan elementary schools (K-8). One comparison school had mostly Negro enrollments, while the other was of mixed ethnic population. The mean IQ for ESEA pupils was 85.6; for comparison pupils, 100.3.

Counselors kept a monthly record of counseling contacts with parents. Project pupils were compared with non-ESEA pupils on a scale that measured changes in attitude.

Staff members completed questionnaires rating the effectiveness of staff workshops.

All component participants were asked to evaluate the effectiveness of the component in which they were involved. All questionnaire ratings and comments were tabulated, analyzed, and reported.

Results: There were no significant differences between the pre-post achievement scores of ESEA pupils and comparison groups.

The average gain for all ESEA pupils on the six subtests of reading, arithmetic, and science was five months during the seven months of instruction between pre- and posttesting. However, 32% of the pupils averaged gains of ten months or more over all six subtests.

Parents who returned the questionnaire rated the parent involvement goals as effectively met. They rated program features as generally positive, except for a lack of community enthusiasm to attend committee meetings.

Parent comments affirmed that program objectives were met, although there were concerns expressed about poor parent attendance at meetings and an absence of parent and community involvement in component activities.

Counselors involved pupils in 502 intensive individual and 46 group counseling sessions. They also initiated more than 80 guidance activities and more than 700 conferences with school staff members and parents.

The project nurse held more than 100 conferences with project pupils, parents, and school personnel. In addition, her efforts helped to correct defects of project pupils in 73 cases (42%).

Scores on a locally devised attitude scale (QMOC) indicated a strong negative trend from pre to post for both the ESEA and comparison groups against concepts related to self, grades, school, and teachers.

Ratings of supportive services by counselors and administrators tended to be neutral, except in the areas of health defects detection (negative) and counselor assistance to teachers (positive). Comments by these same personnel substantiated their ratings. The nurse, however, was considered highly valuable.

On a staff development questionnaire, personnel were most affirmative about their greater ease in writing behavioral objectives and their improvement in counseling skills. They felt that they were weakest in understanding of intergroup relations, in improvement of attitudes toward the effects of poverty on children, and in using special equipment.

Staff reactions to items relating to improvement of instructional skills were all positive.

Staff comments were varied, but most indicated a need for a greater number of better-planned, more relevant workshops.

Parent ratings of multicultural aspects were positive, and comments from this group commended component offerings.

Conclusions: Instructional objectives were partially met, as measured by standardized tests. Five months' gain was achieved in seven months of instruction for the total group, and at least ten months' gain was achieved for 32% of the pupils.

Fewer parents participated than had been expected. Parent participants, however, strongly urged continuation of the Parent Involvement component.

Data on the QMOC attitude scale revealed lowered scores in attitudes toward self and school by both ESEA and comparison groups.

Counselors and nurses held numerous conferences with pupils, parents, and staff members. Although ratings by pupils and staff of supportive services were mainly neutral, comments by these two groups were overwhelmingly positive, with certain limitations. Staff development ratings were positive, but comments were varied; participants recommended continuation of this program, with modifications.

Recommendations: The ESEA curriculum should be maintained in both project schools.

The parent involvement program should be launched earlier in the school year and promoted with all available media of communication.

The Auxiliary Services component should be continued. Group counseling should be initiated with increased frequency in both schools so that more project pupils may be helped.

Firmer and continuous leadership and assistance from the central office should be maintained. More thorough screening procedures for detection of health defects should be provided.

Background and training of workshop participants should be considered carefully to form groups with similar interests or needs.

Workshop leaders should strive to provide firm direction and relevance in their workshop presentations.

Workshops should be started early in the school year, before school opens.

Project pupils should be exposed to intergroup (multicultural) activities. Earlier planning should resolve calendar conflicts.

NEGLECTED AND DELINQUENT CHILDREN

Abstract

Pupils	
Public Schools	552
Nonpublic Schools	327
Participating Institutions	20
Staff	
Certificated	23
Medical	4
Teacher Assistants	10
Inservice Participants	105
Approximate Cost	$137,418

Description: This project provided auxiliary services to designated institutions housing neglected and delinquent children. Services were designed to meet the diversified needs of these children in three phases: a therapeutic team, a summer school program, and four workshops. Component activities were planned by an advisory committee consisting of institution representatives, project personnel, and central office medical staff members.

The therapeutic team, consisting of an elementary counselor, two secondary counselors, a nurse, and a curriculum specialist, provided evaluation and counseling services to the pupils at the 20 institutions which participated during the regular school year and the 14 which were involved in the summer program. Physicians, nurses, and an audiometrist provided additional services.

In addition to the therapeutic team, the summer program added classroom activities and was tutorial in nature. Twenty certificated teachers and 10 teaching assistants were assigned to tutorial and/or remedial classes at institutional sites for a six-week session. Larger institutions were served by one, two, or three teachers. Smaller institutions had a teacher and/or assistant. This phase of the summer project served 314 pupils at the elementary or secondary level.

Four workshops, each with a duration of from 10 to 18 hours, were conducted for professional and paraprofessional staff members of 20 public schools and 20 institutions associated with the project. At the first and second inservice workshops, project staff members conducted discussions with institution staff members about the problems and needs of neglected and delinquent children. A third workshop, conducted for 25 public school teachers of neglected and/or delinquent children, pertained to the characteristics, needs, and problems of these children. This workshop was repeated for summer school teachers and staff.

Time Intervals: During the period from September 1, 1969, to August 31, 1970, the therapeutic team served 879 pupils from 20 institutions housing neglected and/or delinquent children of school age. Approximately 552 of these pupils

attended public schools for all or part of the regular school year, and 327 pupils involved in the component regularly attended nonpublic schools. An augmented summer program served pupils from July 6 through August 14, 1970.

Activities: Pupils with educational, social, behavioral, and health problems were referred to the therapeutic team, whose members provided institutional staff, teachers, and other personnel with the types of information necessary for complete educational planning. The principal activities of the counselors, as shown in their logs, were individual evaluations including achievement, ability, and psychological testing; coordination of conferences with parents, teachers, psychiatrists, social workers, houseparents, and school and institution administrators; individual and group counseling; vocational counseling; and classroom observation.

Objectives:

- To change (in a positive direction) the children's attitudes toward school and education
- To improve the physical health of the children
- To provide inservice education

Evaluation Strategy: Weekly logs, kept by counselors and the nurse on the therapeutic team, were analyzed. Participants in workshops answered questionnaires and rated the sessions.

Results: Twenty certificated teachers and 10 teaching assistants were assigned to tutorial and/or remedial classes for 314 pupils at institutional sites for a six-week session.

Supportive services were provided in the summer by two counselors, a school doctor, two nurses, and an audiometrist.

The doctor, assisted by the nurses, gave 280 regular physical examinations to those pupils entering public school in the fall.

The nurses provided vision screening for 553 children.

There were 492 referrals: 119 dental, 94 vision, 90 hearing, 60 skin, 59 ear, nose, and throat, 75 extremities, 23 respiratory, 8 abdomen, 4 genitourinary, 4 cardiovascular, and 10 miscellaneous.

For the full year, the audiometrist traveled to individual sites and gave 495 individual hearing tests.

The therapeutic team conducted two workshops, consisting of four sessions each, for a total of 38 houseparents, directors, counselors, and social workers from institutions serving neglected and delinquent children.

The highest median ratings for Workshops I and II (3.2 and 3.3, respectively, on a 1-4, low-high scale) were given to "Better communication and understanding among institution staff, school staff, and social welfare staff."

2

The highest median rating (3.9) for Workshop for Teachers of Neglected and Delinquent Children was given to "Group Therapy Session." The highest median rating (3.1) for Summer Workshop for Teachers of Neglected and Delinquent Children was given to "Diagnosis and Treatment of Learning Disorders."

Conclusions: Broadly supportive services (diagnostic, instructional, and remedial) were provided to meet the diversified needs of neglected and delinquent children.

An enriched program of supportive services was offered to these children during the summer.

Workshop training was integrally related to ongoing assignments, as far as both participants and leaders were concerned.

Participants in workshops preferred sessions involving demonstrations of techniques.

Recommendations: Expand tutorial services from the summer program to the full-year project.

Survey institutions in the program to determine their needs and priorities for next year's project.

Expand workshop sessions involving demonstrations of techniques to help neglected or delinquent children.

SUPPORTIVE SERVICES: SCHOOL-COMMUNITY RELATIONS PROGRAM

Abstract

Schools	70
Personnel	17
Cost	$353,000

Description: The School-Community Relations Program was a field operation which provided liaison services between target area schools and the community. These services were designed to improve home-school communication, maintain a constant and positive interaction between school and community, assist school personnel and school patrons in the mutually satisfactory disposition of school-related problems, interpret community attitudes to school personnel, and involve lay leadership in the extension of the educational program.

Three teams, each staffed with a specialist and from three to five consultants, were assigned to specific geographic locations. Team members were housed at either administrative or non-school sites within their assigned communities. Administrative direction for the component was provided by the Office of Urban Affairs.

Time Intervals: This component served the elementary and secondary schools in the period from September 1969 through August 1970. Team members were assigned on the basis of a 40-hour week; however, services often were provided in the evenings and on weekends.

Activities: Staff activities included assisting parents in the solution of school-related problems, bringing community concerns to the attention of school personnel, identifying and interpreting to school personnel the cultural backgrounds of the community, interpreting District policies to individuals or groups, arranging meetings between community groups and school administrators for amelioration of concerns, serving on advisory committees, and organizing teacher inservice education programs related to school-community relations. These services were provided, as needed, in response to school and community requests. Inservice education for project personnel was provided through participation in human relations workshops, periodic general staff meetings, and weekly unit meetings.

Objective:

- To improve home-school communication

Evaluation Strategy: Questionnaires were used to assess the reactions of school administrators and of community persons having contact with the program. The activities of project personnel were summarized weekly and analyzed. Project

personnel completed questionnaires relating to accomplishments of the current year and projected needs for next year. In addition, a questionnaire was completed by principals of schools which were served in the previous year but not in the current year.

Results: Thirty-four percent of community respondents mentioned the improvement of communication between school and home as a strength of the component.

Ninety-six percent of these respondents stated that the component should be continued.

Ten of 34 principals did not favor continuation of the program.

Community contacts gave median ratings of 3.6 on a low-high, 1-4 scale to the items "The Community Relations Consultant helps with problems between schools and the community" and "Helped me to become active in school affairs."

Principals gave median ratings of 3.0 on a low-high, 1-4 scale to items concerned with assistance in contacts with parents who have difficulty communicating with the schools, objectivity of consultants, and availability of consultants.

Conclusions: Most community contacts agreed that the component helped with school-related problems. More than 90% of these respondents rated the program as valuable.

Most principals agreed that consultants assisted in communicating with parents.

Staff consultants felt that one of their most important contributions was assistance in the formation and operation of local school advisory councils.

Most persons involved in the component recommended that it be continued.

Recommendations: Increase efforts to involve parents in school-related activities.

Increase use of consultant services at the secondary level.

Expand inservice education for project personnel, school administrators, and community persons.

INSTRUCTIONAL ACTIVITY: SPECIAL EDUCATION FOR THE HANDICAPPED

Abstract

Pupils	797
Public Schools	2
Nonpublic Schools	3
Personnel	39
Cost	Approx. $244,000

Description: The public school program involved the implementation of an educational Assessment-Service Center designed to meet the needs of disadvantaged, physically handicapped pupils. The assessment component of the Center gathered essential data and identified deficiencies on an individual basis. Teachers trained in assessing learning disabilities determined each pupil's level of mastery. They also made an in-depth assessment of the child's assets and limitations and prepared specific recommendations for effective remediation of these disabilities. The service component provided instruction tailored to the individual needs of pupils. Teachers of pupils who had been served by the Assessment Center utilized the individual recommendations. Instructional services were provided in reading, language, and mathematics for 310 physically handicapped, disadvantaged children.

A nonpublic school component provided compensatory educational services to 487 handicapped pupils residing in the District's target area. Personnel involved included teachers, counselors, speech therapists, psychologists, social workers, psychiatric social workers, teacher aides, nurses, and an audiologist. The audiologist and one speech therapist were located at the Center for the Study of Speech and Hearing, which is sponsored by the University of Southern California. Transportation to the Center was provided for pupils who needed it. Case studies, including recommendations, were prepared for each child, and if a child obtained a hearing aid, the audiologist oriented him in its use. If a child needed speech therapy, it was provided by the speech teacher.

Inservice education for nonpublic school teachers was provided through a Prescriptive Teaching Center staffed with a resident ESEA teacher and aide who supervised the teaching of pupils brought to the Center for assistance. Teacher participants observed demonstrations of teaching techniques, studied the teaching model developed by Prof. Laurence J. Peter of the University of Southern California, and taught pupils at the Center.

Time Intervals: All activities except the Speech and Hearing Center operated from September 1969 through June 1970. The Speech and Hearing Center served pupils from September 1969 through August 1970.

Activities: Instructional activities in the lower grades stimulated reading readiness by the use of phonic word builder sets, sentence builders, reading readiness charts, handwriting charts, and flannel boards. Pupils in upper

grades were given drills in linguistic and auditory skills, including articulation and the ability to follow directions. Pupils in the mathematics component were given drills in fundamental operations and processes.

Teachers in the assessment component gathered essential data and identified deficiencies on an individual basis. The speech teachers in the nonpublic school component assessed pupil language abilities and provided speech therapy when necessary. Inservice education was given to public school teachers during a four-day workshop. Nonpublic school teachers received inservice education at the local university.

Objectives:

- To improve performance as measured by standardized achievement tests
- To identify specific assets and limitations relating to the learning process
- To provide inservice education

Evaluation Strategy: Standardized measuring instruments were used to evaluate the degree of success in achievement of component objectives. Pre- and posttest results were compared in a one-group design using test data on the project group, but no comparison data. Questionnaires completed by project participants were also used to evaluate component effectiveness.

Results: Fourth, fifth, and sixth graders in the language development component gained the equivalent of 12, 11, and 8 months, respectively, in achievement during the seven months of instruction between pre and post administration of the reading subtests of the Comprehensive Tests of Basic Skills (CTBS).

The increase in median grade equivalent for pupils in grades two and three on the Gates-MacGinitie Reading Test was three months over the seven-month interval between tests.

Fourth, fifth, and sixth graders in the mathematics component gained 10, 9, and 12 months, respectively, during the 6.5 months between pre- and posttests on the arithmetic subtests of the CTBS.

Pupils in grades four, five, and six achieved in mathematics at grade equivalents of 3.2, 2.3, and 2.9, respectively.

Speech and language evaluations were given to 51 nonpublic school children, and 22 received speech therapy on a regular basis.

Conclusions: Gains in mathematics exceeded a month in achievement per month of instruction. However, levels of achievement were considerably below expectancy for grades four, five, and six, respectively.

Learning deficiencies of public and nonpublic school pupils were identified. Specific recommendations for remediation of disabilities were provided in the areas of reading, mathematics, and language.

Recommendations: Stress greater individualization of instruction.

Provide inservice education to teachers in techniques of implementing new language sequences.

Stress fundamental processes and operations in mathematics.

Expand the Intergroup Relations and Parent Involvement Component next year to better approximate the requirements of ESEA guidelines.

Conduct more workshops in which teachers can apply new theories and materials.